Republic of Malawi

Syllabus for

Social studies

Forms 1 and 2

Ministry of Education, Science and Technology

Syllabus for

Social studies

Forms 1 and 2

Ministry of Education, Science and Technology

Prepared and published by

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Page

Acknowledgements iii
Foreword v

The secondary school curriculum in Malawi.....
vii
Developmental outcomes .....
viii
Rationale for social studies .....
xi
Scope and sequence chart for Forms 1 to 4 .....
1
Teaching syllabus for Forms 1 and 2 .....
16
References 123

Foreword

Education is the vehicle through which every citizen can realise his or her potential and contribute to national development. The vision of the education sector in Malawi is to be a catalyst for socio-economic development, industrial growth and an instrument for empowering the poor, the weak and the voiceless. Its mission is to provide quality and relevant education to Malawians. As a catalyst for the development, education should equip the individual with knowledge, skills, values and attitudes to enable one to perform one's roles effectively, in an attempt to promote and sustain the social-economic development of a nation.

It is the conviction of the Ministry of Education, Science and Technology that primary education alone is not sufficient for achieving socio-economic development. As argued in the NESP (2008-2017), 'In an evolving and changing world of education, there is no way basic education can be taken as a complete transformer of our society when the world at large is getting more complex and sophisticated'. Therefore, secondary education is critical as it provides additional knowledge, skills and attitudes crucial for enabling Malawians to cope with the complex and sophisticated socio-economic and political environment of the global village to which Malawi belongs. Specifically, secondary education is:

- a human right, and important for achieving gender equity
- important for improving the health and quality of life for individuals, families and communities
- important for the socio-economic and political development of the nation
- necessary for reaching the Millennium Development Goals (MDGs), Education For All (EFA) and for promoting Universal Primary Education (UPE)

Against this background, the Malawi Government through the Ministry of Education, Science and Technology has reviewed the secondary school curriculum with a view to improving its quality and relevance, and to align it with the primary curriculum which has since been reviewed and emphasises continuous assessment as a tool for learning.

The rationale for reviewing the secondary school curriculum is contained in the NESP (2008-2017), and PIF (2000). The documents clearly state that the purpose of secondary education is to provide students with the academic basis for gainful employment in formal, private and public sectors. They further state that secondary education will prepare students for further education according to their abilities and aptitudes. However, it is important to note that for the majority of the children in Malawi, secondary education is terminal. Consequently, the curriculum has put emphasis on practical skills that enable them to achieve self-employment.

It is also clear that a good secondary school curriculum enables a student to develop into an adult with sound intellectual, moral, physical, and emotional abilities. Therefore the curriculum needs to address the whole range of students' abilities and interests. In addition, it should aim at equipping the student to become an independent learner in order to promote personal, family, community and national development. The new curriculum has therefore been deliberately designed to achieve these important goals. The importance of this syllabus therefore, cannot be over-emphasised.

I would like to thank all those who were directly or indirectly involved in the preparation of the syllabuses. Key among the stakeholders are the Director and staff of the Department of Inspectorate and Advisory Services (DIAS) in the Ministry of Education, Science and Technology (MoEST), for facilitating the development of the syllabuses in collaboration with the Director and staff of the Malawi Institute of Education (MIE). I would also like to extend my gratitude to university colleges (both public and private), teachers from secondary schools

(both public and private), members of different religious groups and officers representing special interest groups such as the Malawi Revenue Authority (MRA), Reserve Bank of Malawi (RBM), Malawi Bureau of Standards (MBS), Anti-Corruption Bureau (ACB) and Malawi Blood Transfusion Services (MBTS) for their valuable contribution to and participation in the preparation of these syllabuses.

Most of all, I would like to express my hope that teachers will implement this curriculum diligently and in the best interest of the students so that the goals for reviewing the curriculum are achieved.

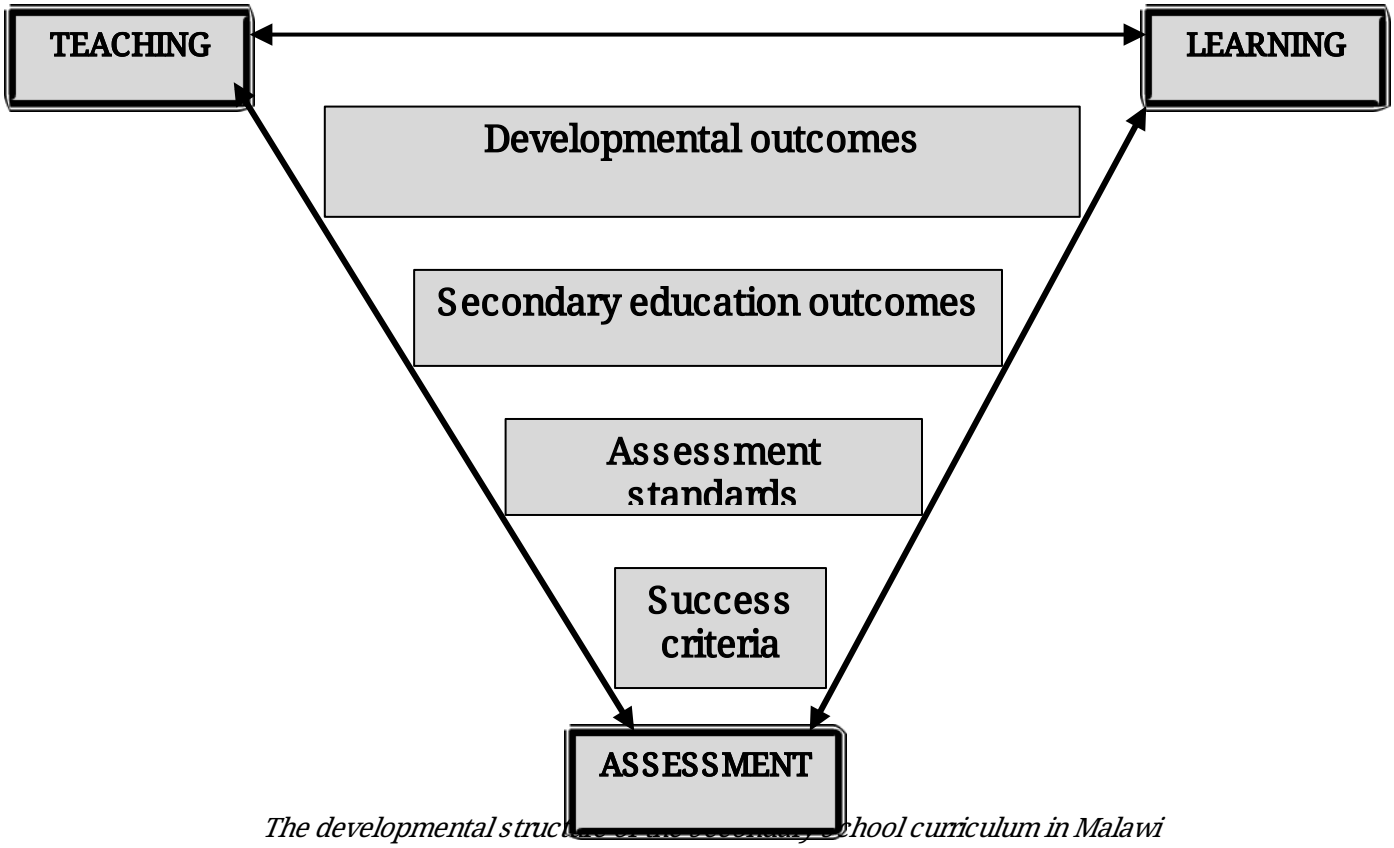
Dr McPhail Magwira
Secretary for Education Science and Technology (SEST)

The secondary school curriculum in Malawi

Among other reasons, the secondary school curriculum has been reviewed to align it with the primary school curriculum. This curriculum puts emphasis on student-centred teaching and learning approaches, including continuous assessment.

This curriculum focuses on student achievement. To achieve the outcomes, students must be introduced to new knowledge, skills, attitudes and values in the context of their existing knowledge, skills, attitudes and values so that they develop a deeper understanding as they learn and apply the knowledge. In this way, the process of learning is integral to the final product. The final products are the outcomes, that is, what students are expected to achieve in terms of knowledge, skills, attitudes and values, which must be clearly stated before teaching and learning begin. The achievements made at school, however, are only truly beneficial when the students transfer them to life beyond the school and view learning as a lifelong process. This is essential to keep pace with the changing social environment of home and work.

The figure below illustrates the structure and major elements of Malawi's secondary school curriculum, which are elaborated in the text below.



The developmental structure of the secondary school curriculum in Malawi

Developmental outcomes

The developmental outcomes are over-arching; they are what the student is expected to achieve by the end of the secondary school cycle both in and out of school. These outcomes apply to subject areas and they have been derived from the Constitution of the Republic of Malawi, Malawi Growth and Development Strategy (MGDS), National Education Sector Plan (NESP), Education Act and other education policy documents, including global policies and

multilateral agreements to which Malawi is a signatory, as well as from the Secondary School Curriculum and Assessment Review (SSCAR). That is, students should be able to:

1 demonstrate appropriate moral and ethical behaviour in accordance with the accepted norms and values of the society
2 demonstrate local, regional, and international understanding
3 communicate competently, effectively, and relevantly in a variety of contexts, in an appropriate local or international language
4 apply mathematical concepts in socio-cultural, political, economic, environmental, scientific, and technological contexts to solve problems
5 apply scientific, technological, vocational, and managerial skills in a creative and innovative way to identify problems and develop appropriate solutions, so as to participate productively in society
6 demonstrate health-promoting behaviour in their personal lives as well as in their communities and the wider environment, with particular attention to prevalent diseases
7 appreciate and interact with the environment in a responsible and sustainable manner
8 apply the indigenous and non-indigenous knowledge and skills necessary for lifelong learning, personal advancement, employment, and the development of society
9 use Information and Communication Technology (ICT) responsibly and productively
10 demonstrate an understanding of the functioning of the economy and the contribution of agriculture and other sectors to national development
11 make use of entrepreneurial and vocational skills for personal and national development
12 apply research skills for problem-solving
13 demonstrate an understanding and appreciation of issues of human rights, democracy, gender, governance, and other emerging issues

Secondary education outcomes

The secondary education outcomes are categorised into seven sets of essential skills to be acquired by a secondary school graduate. The skills are:

1 citizenship skills
2 ethical and socio-cultural skills
3 economic development and environmental management skills
4 occupational and entrepreneurial skills
5 practical skills
6 creativity and resourcefulness
7 scientific and technological skills

Citizenship skills

1 demonstrate an understanding and appreciation of the symbols of nationhood

2 demonstrate a spirit of patriotism and national unity

3 apply decision-making skills necessary for participation in civic affairs

4 demonstrate a spirit of leadership and service

5 show respect for one's own and other people's rights and responsibilities

6 tolerate other people's attitudes and beliefs

7 demonstrate respect for the rule of law

8 understand characteristics of good governance

9 initiate and implement community development projects

10 demonstrate a sense of good neighbourliness

11 demonstrate a sense of national, regional and international understanding

12 demonstrate cooperative behaviour

13 demonstrate personal and social responsibility

Ethical and socio-cultural skills

14 demonstrate moral, spiritual and ethical attitudes and values

15 appreciate Malawi's diverse cultures and their respective practices

16 appreciate existing national institutions and cultural heritage

17 appreciate the value of the relationship between the individual and society

18 respect one's own and other people's cultures

19 identify beliefs which promote or retard national development

20 evaluate beliefs, taboos and superstitions in relation to national development

21 uphold beliefs which promote national development

Economic development and environmental management skills

22 understand Malawi's economy and economic structure

23 demonstrate entrepreneurial and/or vocational skills for formal or informal employment

24 exploit economic opportunities stemming from agriculture

25 demonstrate an interest in land husbandry, animal husbandry and aquaculture

26 apply appropriate agricultural practices and methods

27 acquire positive attitudes and skills, and apply them to the sustainable development of the natural and physical environment

28 understand the importance of diversified agriculture for Malawi's economy

29 understand the impact of technologies on economic productivity

30 apply relevant technologies to various economic activities

31 apply value addition practices to agricultural and environmental resource utilisation and management

32 appreciate Malawi's environmental resources

33 understand the impact of rapid population growth on natural resources and the delivery of social services

34 apply a variety of measures to conserve Malawi's natural resources

35 apply ICT skills to improve intellectual growth, personal enhancement and communication

36 demonstrate the ability to adapt to climate change and mitigate its impact on the economy and environment

37 appreciate the importance of energy in economic development

38 understand the importance of diversifying the economy through sectors such as tourism, mining and manufacturing

Occupational and entrepreneurial skills

39 demonstrate the spirit of self-reliance through vocational and entrepreneurial activities

40 apply appropriate vocational, occupational and entrepreneurial skills to individual and national advancement

41 demonstrate effective communication skills for the transfer of occupational and entrepreneurial knowledge, skills, attitudes and values

42 apply the principles of science and technology, entrepreneurship and management to promote active and productive participation in the society

43 demonstrate creativity and innovation for the benefit of the individual, community and the nation as a whole

44 demonstrate an understanding of indigenous and non-indigenous knowledge, skills, attitudes and values, and apply them to personal intellectual growth and national development

45 use vocational, occupational and entrepreneurial skills for the creation of economic opportunities in agriculture and other sectors

Practical skills

46 acquire entrepreneurial skills related to agriculture, commerce and industry

47 apply appropriate skills to agricultural, commercial and industrial production

48 demonstrate positive attitudes to manual work

49 demonstrate excellence in any kind of workmanship

50 demonstrate sporting ability and sportsmanship

51 demonstrate the ability to use creative and innovative artistic talents for self-employment

Creativity and resourcefulness

52 demonstrate a spirit of inquiry and creative, critical and lateral thinking

53 use problem-solving techniques to solve practical problems

54 demonstrate an imaginative and creative mind

55 exploit creative potential

56 understand personal strengths and weaknesses and use strengths to promote healthy self-esteem

57 maximise the use of available resources

Scientific and technological skills

58 apply appropriate scientific, technological and vocational skills to improve economic productivity

59 apply relevant innovations in science and technology

60 demonstrate a capacity to utilise appropriate technology

61 demonstrate basic research skills

Rationale for social studies

Social studies seeks to provide students with the knowledge, skills, competences, positive attitudes and values which will enable the students to participate actively, intelligibly and responsibly in daily life activities as citizens of a democratic world. It also seeks to make the students actively participate in social, political and economic development of the nation. The primary purpose of social studies is to help the youth of Malawi have a good understanding about important contemporary issues. This would enable the youths to make informed and rational decisions for the public good and their own good so that they spearhead the development of Malawi as citizens of a culturally diverse and democratic society in an interdependent world.

Core elements and their outcomes

Culture and change

The students will be able to demonstrate an understanding of peoples' cultures in terms of social, economic, political and gender issues in the world.

Civic participation and development

The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

People and the environment

The students will be able to demonstrate an understanding of population and environmental issues, climate change, disaster risk management in terms of national, regional and global contexts.

Sustainable development

The students will be able to demonstrate an understanding of the society and economy and the proper use of resources for continued development of Malawi, Africa and the entire world.

Global issues and development

The students will be able to demonstrate an understanding of global issues in terms of the tensions between national interests and global priorities and how those result in change

in societies.

Scope and sequence chart for Forms 1 to 4

Term 1 Core element	Form 1	Form 2	Form 3	Form 4
1 **Culture and change**	**Culture** • Family • Composition of family and family size • Changes in the nature of the family - size - type - roles	**Culture** • African culture - south, centre, east, west, north Africa - cultural identity - characteristics of cultures of south, centre, east, west and north Africa - influence of African cultures of Malawian culture	**Western and eastern cultures** • Impact of western and eastern (oriental) cultures on Malawian and African culture • Culture and religion - influence of culture on religion • Preserving culture - cultural preservation and heritage - importance of preserving culture - strategies - limitations - aspects of culture that promote development	• **Multiculturalism** • Meaning of multi-culturalism • Factors • Impact on development • positive • negative • Unions and associations • Meaning of unions and associations • Roles of unions and associations • Benefits of unions and associations
2 **Civic participation and development** **Core element**	• Gender roles and responsibilities in the family **Human rights** • History of human rights **Form 1**	**Human rights** • Human rights in the constitution of Malawi • Human rights and democracy • Role of citizens and opposition parties in monitoring human **Form 2**	• Rights of special groups • women • children • people with disabilities • minorities **Form 3**	**National service** • meaning of national service • importance of national service • case studies on **Form 4**

	• Types of rights • Human rights and democracy - limitations - violations • National identity - types of vital registration - importance of vital registration **Civic rights** • Duties of a citizen - paying tax obeying the laws **Civic rights** • Duties of a citizen - paying tax - obeying the laws • Responsibilities of a citizen - respect - tolerance - cooperation - loyalty	rights • Rights and responsibilities of citizens • Vital registration and citizenship identity - birth - death • Civil society - institutions - functions - importance • Civil society - institutions - functions - importance	• accused persons/ prisoners • workers • Cases of violation of human rights • Ways of promoting social justice and fairness for special groups • Institutions responsible for taxes • Ministry of Finance • Reserve Bank of Malawi (RBM)	• national service • ways in which citizens can participate in national service • Civil society • International organisations such as World Vision, UNHCR, UNICEF, USAID and the role of citizens • Civil duties and responsibilities • in a democracy • in unions • in associations

Core element	Form 1	Form 2	Form 3	Form 4

	• Types of citizenship - single - dual • Ways of acquiring citizenship - by birth - by naturalization - by marriage - by registration • Ways of losing a citizenship - renunciation - deprivation act of parliament		• Malawi Revenue Authority (MRA) - roles and responsibilities of these institutions • Stages in formulation of taxes • How different taxes are collected	• National service • self-reliance • decision making • confidence/self esteem • initiative
3 **Sustainable development**	**Socio-economic development** • Family needs and resource management - family income - ways of conserving resources in the family: reduce, reuse, recycle	**Employment** • Types of employment • How different types of employment contribute to national economy • Conditions of service • Pension system • National labour law	**Types of development** • Political development - indicators - effects of political development • Social development - indicators (infrastructure, social services, health etc)(infrastructure, social services, health etc) - effects of social development	**Sustainable development** • Meaning • Importance • Conditions for sustainable development • National and international sustainable development initiatives **Developing nations** • Meaning • Characteristics of
Core element	**Form 1**	**Form 2**	**Form 3**	**Form 4**
			• Economic development - indicators (GNP, GDP, life expectancy, literacy level,	developing nations • Developing challenges facing Malawi

			infrastructure, social services) - factors of economic development eg industrialisation, urbanisation, globalisation, privatisation, import substitution, free trade, taxation, financial literacy level, market economy/liberalisation - effects of economic development	• Role of donors in developing nations • Donor countries to Malawi **International labour laws** • Key elements of international labour laws • Importance of international labour laws • International labour agreements **People and finances** • Meaning of personal finances • Ways of managing personal finances **Financial institutions** • Meaning of financial institutions

Core element	Form 1	Form 2	Form 3	Form 4

4 **People and environment**	**Population and environment**
	• Human population
	• Population growth
		• Population and resources
		• Responsible practices towards the environment
		• Importance of natural resources to individuals and community
			Population change
			• Factors that lead to population change
			  • death rate
			  • birth rate
			  • epidemics
				Population policy
				• Key elements of population policies
				• Factors influencing development of population policies in

		• Effects of population growth on resources • Environmental audit	• natural disaster • unemployment • accessibility to financial resources • wars • political/religious reasons causing migration, immigration and emigration • Effects of population growth • Effects of population decline	Malawi • Practices that affect the implementation of population policies • Ways of eradicating practices that affect the implementation of population policies • Programmes for implementing population policies in Malawi

Term 2 **Core element**	**Form 1**	**Form 2**	**Form 3**	**Form 4**
1 **Culture and change**	• Malawian culture • Diversity of Malawian culture • Importance of unity in cultural diversity • Change in Malawian culture - language - religion - dressing	• Influences of culture on gender bias • Gender equity in the family	**Prejudices and discrimination** • causes of prejudice and discrimination • effects of prejudice and discrimination **Gender issues in Malawi** • Laws and policies that are gender biased	**Universal morals and values** • Social and ethical values for international life • Importance of social and ethical values for international cooperation **Government of Malawi**

	- housing - marriage arrangements • Gender biases in Malawi		• Laws that ensure gender equality and equity • Institutions that promote gender equality and equity • Conventions on gender • Effects of gender bias on development • Ways of achieving gender balance	• Composition of government of Malawi • Composition and functions of each organ of the central government of Malawi • Sources of revenue for central government • Composition and functions of local government • Sources of revenue for local government • Functions of various statutory corporation • Sources of revenue for statutory corporation

Core element	Form 1	Form 2	Form 3	Form 4
2 **Civic participation and development**	**Constitution** • Types of constitutions - written - unwritten • Principles of the constitution • How constitutions are made • The constitution of Malawi • Supremacy of the constitution	**Taxation** • types • principles of taxation • importance of taxation • rights and responsibilities of tax-payers **Government** • Types of governments • Democracy • Types of democracy • The role of political parties in democracy	**Social justice** • Principles of peaceful coexistence • Violence • in the home • school • community • International conflicts and resolutions • causes • effects • Refugee crises in Africa and the	**Taxation** • Process of registering for tax • Importance of registering for tax • Importance of keeping business records for tax purposes • Importance of declaring and paying the correct amount of tax

Core element	**Peaceful coexistence** • Importance of peaceful coexistence • History of peaceful coexistence • Conflict in the home and community • Causes and effects of conflicts in the: - home - community - nation **Form 1**	• Characteristics of good governance • Role of citizens in good governance • Conflict resolution • National institutions that assist in conflict resolution - traditional leaders - church - trade unions - PAC (public Affairs Committee) - ombudsman **Form 2**	world • meaning of the terms "refugee", " asylum seekers" and "stateless persons" • areas of concentration of refugees • impact of refugee • conventions on the protection of refugees and stateless people • challenges in the implementation of the conventions **Government** • Systems of government • Role of the state **Form 3**	• Importance of tax audit • Tax offences and penalties • Forms of tax exemption and incentives **Meaning of tax agreement** • Impact of tax agreements on development **Form 4**
		• Functions of the institutions that assist in conflict resolution • Causes and effects of conflicts in Africa • Process of conflict resolution • Regional organs that assist in conflict resolution - AU - SADC • Strategies for conflict	**Elections** • Electoral process in Malawi • Role of voters Functions and duties of the electoral commission in Malawi	

		resolution - contact and dialogue - embargo - sanctions - peace keeping - peace making		

Core element	Form 1	Form 2	Form 3	Form 4
3 **Sustainable development**	**Financial management** • Personal finance management - budgeting - saving - investment	• Investment - types of investment - sources of capital investment - capital markets - money markets - importance of capital markets in economic development - terms and conditions of investments opportunities - investment opportunities - importance of investment on economic development • Economic development - Sectors of the economy - contributions of different	• Technological development - indicators - effects • Socio-economic problems • unemployment • inflation/ devaluation • housing • over-indebtedness causes effects	• Taxation - role of taxation in development - challenges of revenue collection **Gender and development** • Indicators of gender balance and development • Platforms of action to promote gender balance • Importance of gender balance in development

		sectors of economy to economic development		
4 **People and environment**	**Human population and environment** • Population and resources • Population and resources • Effects of high population growth on resources	• Population and resources - effects of population growth on resources • Responsible and irresponsible Human practices towards environmental resources • Importance of resources to the individual and community	**Interdependence in the ecosystem** • Interdependence of people, living and non-living things in the eco-system	**Population and social behaviour** • Importance of caring for the STIs including HIV and AIDS patients • Ways of caring for

Core element	Form 1	Form 2	Form 3	Form 4
	• Importance of resources on population growth • Responsibilities of citizens towards resources		**People and environment** • Effects of negative attitudes towards the environment • Effects of positive attitudes towards the environment	• STIs including HIV and AIDS patients • Importance of hospital and home based care for HIV and AIDS patients • Ways of avoiding STIs including HIV and AIDS when caring for patients • Institutions that deal with guidance and counselling of HIV and AIDS • Methods of guidance and counselling for AIDS patients and guardians • Importance of guidance and counselling for HIV and AIDS patients and guardians • Consequences of lack of guidance and counselling of STD's and HIV and AIDS patients and guardians **Drug substance and use abuse** • Causes of drug substance use and abuse

				• Effects of drug substance use and abuse • Impact of drug substance use and abuse

Term 3 Core element	Form 1	Form 2	Form 3	Form 4
1 **Culture and change**	**Social and moral issues** • Moral and ethical codes of conduct - home - school • Social problems • Virtues related to family life (love and obedience) • Adolescence and social environment • Responsible adolescence and interpersonal relationships - parents - peers at home and school - teachers - society • Good health habits	**Moral values** • Expected moral values of boys and girls • The effects of breakdown of moral values - HIV and AIDS - drug, alcohol and substance abuse, sexually transmitted diseases - crime - breakdown of law and order • Ways of avoiding breakdown of moral values • Social skills - cultural competence - assertiveness - self esteem - decision making - stress and anxiety	**Courtship and marriage** • Courtship - meaning - types - importance • Marriage - meaning - factors - how to prepare for marriage - ways of entering into marriage - importance of marriage - preserving marriage - factors promoting good marriage	**International peace initiatives** • Examples of international peace initiatives • Successes and failures of international peace initiatives

		management		

Core element	Form 1	Form 2	Form 3	Form 4
2 **Civic Participation and Development**	**Corruption** • Forms of corruption • Causes of corruption • Consequences of corruption • Ways of uprooting corruption **Law and order** • The role of the citizen in the maintenance of law and order in the country • The role of the police in the maintenance of law and order in the country **Social services** • Services provided by social services institutions • Importance of services provided by social services institutions • Importance of standards in provision of social services • Effects of poor standards on social services • Effects of rapid population on social services • Importance of caring for	**Social justice** • Social justice - In the home - In the community • Importance of social justice • Institutions that administer justice - Structure of judicial system in Malawi eg, chiefs and courts • the role of chiefs in administering justice **Social service** • Social service institutions • Organisations that provide social services • Citizens and social services • Need for standards in social services • Quality • Durability • Provision of social services for people with special needs and for special	**Security** • Meaning of security • The role of the police in the security of the country • The role of the army in the security of the country • Importance of security in the country **Corruption and the law** • Establishment of the ACB • Functions of the ACB • The role of the public in curbing corruption **Comparative studies of social injustice in Africa** • Causes of social injustice in Africa - Poverty - discrimination	**Social justice** • Organisations that promote social justice • Role of international organisations in promoting social justice • International court of justice • International police (Interpol) • Amnesty international • United Nations (UN) • International Criminal Court (ICC) • Importance of promoting social justice in the world

	social services • Role of citizens in the provision and caring of social services	groups - orphans - children - street children • voluntary services	- oppression - corruption - in government - in private sector	
Core element	**Form 1**	**Form 2**	**Form 3**	**Form 4**

			Social services
			• Meaning of the term 'community participation'
			• Mobilising community support
			  • organising meetings
			  • campaigns
			• Comparative studies on provision and care of social services in Africa
			  • education
			  • water
			  • electricity
			  • health
			  • sanitation
			  • transport
			  • communication
			• How provision and care of social services contribute to social economic development
				Social services
				• Safeguarding the environment for social services
				  • forests
				  • water
				  • transport
				• Caring for social services
				• Critical issues on social services
				  • quality
				  • accessibility
				  • affordability
				  • availability
				  • types
				• How critical issues affect development
				• Renowned persons in the provision of social services

Core element	**Form 1**	**Form 2**	**Form 3**	**Form 4**
3 **Sustainable development**		**Gender and sustainable development** • Gender equality and equity • Gender roles, rights and responsibilities of family members • Gender biases in Malawi • Ways of achieving gender equality and equity	**Gender issues in Africa** • Ways of achieving gender balance • Conventions on gender in Africa • Effects of gender bias on development **Social economic problems** • Role of the Credit Reference Bureau(CRB) in controlling over-indebtedness • Devaluation - causes - effects	
4 **People and environment**	• Peoples' responsibilities towards environmental resources		• Climate change • Disaster risk management	• World cooperation - International interventions eg Commonwealth, UN agencies, Voluntary organisations, Green Peace Movement, COMESA, SADC, OECD and AFI
Core element	Form 1	**Form 2**	**Form 3**	Form 4

5 **Global issues and development**	**Interdependence of nations** • Forms of interdependence • Importance of interdependence - To improve efficiency - To save costs - To promote relationships - To promote sharing of resources	**Interdependence of nations** • Organisations promoting cooperation - COMESA - FIFA - Commonwealth - COSAFA - SADC - ECOWAS - EEC - GATT - World Bank - ADB - AU - World Customs Operations (WCO) • Ways in which organisations promote cooperation among nations	• Global issues and challenges - globalisation of the economy (multi-national companies) - technology - epidemics - land mines - disasters - environment - terrorism - good governance - north/south disparities - status of the world population • Implications of global issues on development	• Prominent personalities - Mother Theresa - Kamuzu Banda - Julius Nyerere - Kwame Nkhrumah - Winnie Mandela - Princess Diana - Jailos Jilli

Teaching syllabus for Forms 1 and 2

Form 1 Term 1
Core element: Culture and change

Outcome: The students will be able to demonstrate an understanding of people's culture in terms of social, economic, political and gender issues in the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of different types of families in Malawi	The students must be able to: 1 identify different types of families 2 describe the composition of the different types of families	**Family**	• brainstorming different types of families • discussing different types of families • brainstorming the composition of the different types of families • discussing the composition of the different types of families identified	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 compare		• discussing the relationship between	• brainstorming	• pictures

	composition of family and family size 4 relate sex preferences of children to family size 5 explain how culture influences family size		composition of the family and family size • drawing family trees illustrating composition of families and their sizes • researching on the relationship between sex preferences and family size • discussing the relationship between sex preferences and family size • brainstorming the term *culture* • discussing the term *culture* • discussing how culture influences family size	• group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	6 explain gender roles and responsibilities in the family		• brainstorming the term *gender* • identifying gender roles and responsibilities in the family • discussing gender roles and responsibilities in the family	• brainstorming • group work • question and answer • observing students'	• pictures • resource persons • sign language interpreters

	7 describe changes that have taken place in the nature of the family		• role-playing the responsibilities of family members • brainstorming the changes that have taken place in the nature of the family • discussing the changes that have taken place in the nature of the family	contributions • research • group discussion • reports • family trees • role play	• textbooks • traditional arts and crafts • students' experiences • family trees • checklists
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	8 explain the factors contributing to the changes that have taken place in the nature of the family 9 explain advantages		• researching on the factors that contribute to changes in the nature of the family • analysing the factors that contribute to changes in the nature of the family • brainstorming the advantages and	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and

	and disadvantages of large and small families		disadvantages of large and small families • debating the advantages and disadvantages of large and small families	• reports • family trees • role play	crafts • students' experiences • family trees • checklists

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of human rights and responsibilities	The students must be able to: 1 trace the history of human rights	**Human rights**	• brainstorming the definition of human rights • discussing the history of human rights • identifying factors that led to the	• brainstorming • discussion • question and answer • oral and written questions	• textbooks • newspaper articles • students' experiences • audio visual

	2 outline the factors that led to the establishment of the universal declaration of human rights		establishment of the universal declaration of human rights • discussing factors that led to the establishment of the universal declaration of human rights	• drama • debate • research • field visit • report writing • teacher observation • quiz • peer assessment	aids • newsletters • Constitution of the Republic of Malawi • case studies • checklists • resource persons • community

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 identify the fundamental principles on which human rights are based 4 explain types of human rights 5 distinguish limited from unlimited human rights		• discussing the fundamental principles on which human rights are based • dramatizing some human rights • brainstorming types of human rights • discussing types of human rights • dramatizing some types of human rights • debating some limited and unlimited rights • researching on limited and unlimited human rights	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

			• discussing the limited and unlimited human rights		
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	6 recognize the responsibilities attached to each right 7 describe how human rights are violated in everyday situations 8 explain the importance of observing human rights		• visiting a local area to observe people's responsibility towards human rights • discussing the responsibilities observed • visiting the local area and recording cases of human rights violations • debating the human rights violations recorded • discussing the importance of observing human rights • role-playing the importance of observing human rights such fairness, justice, peace, and cooperation	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy,

governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of citizenship and its implication on national security	The students must be able to: 1 identify types of citizenship 2 describe ways of acquiring citizenship	**Citizenship**	• identifying types of citizenship such as single and dual • debating the types of citizenship • discussing ways of acquiring citizenship such as birth, registration, marriage, naturalization, and descent	• discussion • teacher observation • question and answers • group work • research • brainstorming • educational visits • debating	• checklists • passport • district commissioner's offices • immigration offices • newspaper articles • textbooks • resource persons

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe ways in which citizenship can be lost		• visiting local district commissioner's offices, traditional authority or immigration offices to observe citizenship registration • identifying ways of losing a citizenship such as deprivation, renunciation, act of parliament • discussing ways of losing a citizenship	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment

					resources
	4 explain security implications of each type of citizenship		• researching on security implications of each type of citizenship • discussing security implications of each type of citizenship such as - vulnerability to changes of policy - permanence - vulnerability to changes of government - effects on children - deprivation of property - lack of belongingness	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Core element: Sustainable development

Outcome: The students will be able to demonstrate an understanding of the society and economy and the proper use of resources for continued development of Malawi, Africa and the entire world.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of proper use of resources for sustainable development	The students must be able to: 1 explain ways of acquiring income in the family	**Family needs and resource management**	• brainstorming the meaning of the term sustainable development • discussing the meaning of the term sustainable development • discussing ways of acquiring family income	• group work • pair work • peer assessment • teacher observation • question and answer • projects • research • discussion • brainstorming	• local environment • students' experiences • resource persons • braille materials • sign language interpreters • textbooks

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain ways of		• brainstorming ways of	• brainstorming	• pictures

	conserving resources in the family		conserving family resources • discussing ways of conserving family resources	• group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues, climate change, disaster risk management in terms of national, regional and global context

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are	The students must be able to:				

able to: • demonstrate an understanding of human population and environment	1 explain terms *human population* and *environment* 2 describe the relationship between human population and environment	**Human population and Environment**	• brainstorming the meaning the of the terms *human population* and *environment* • discussing the meaning of the terms *human population* and *environment* • brainstorming the relationship between human population and environment • discussing the relationship between human population and environment	• brainstorming • discussion • short essays • short answer questions • multiple choice questions • group discussion • panel discussion • question and answer • case study	• textbooks on population and environment • local environment • students' experiences • newspaper articles • rubrics • case studies
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of human population growth	The students must be able to: 1 explain the term human population growth 2 explain factors that influence population	**Human population growth**	• brainstorming the meaning of the term human population growth • discussing the meaning of the term human population growth • brainstorming the factors that influence population growth • role-playing on the factors that	• brainstorming • discussion • short answer questions • multiple choice questions • panel discussion • enter-educate	• textbooks • students' experiences • songs • checklists • rubric • resource persons

	growth 3 describe trends in population growth		promote population growth • discussing factors that promote population growth • discussing trends in population growth • analysing trends in population growth such as birth rate, fertility rate	• role-play • short essay • discussion • investigation	• charts

Term 2
Core element: Culture and change
Outcome: The students will be able to demonstrate an understanding of people's culture in terms of social, economic, political and gender issues in the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of Malawian culture	The students must be able to: 1 describe the elements of Malawian culture	**Malawian culture**	• brainstorming the elements of Malawian culture • discussing the elements of Malawian culture • role playing elements of Malawian culture	• brainstorming • group work • question and answer • observing students'	• pictures • resource persons • sign language interpreters

	2 identify different tribes in Malawi		• discussing different tribes and their cultures in Malawi • researching on cultural elements of the different tribes in Malawi such as language, music and dance, food, dressing, housing, and marriage	contributions • role play • discussion • research	• textbooks • traditional arts and crafts • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 locate tribes and their cultural areas on the map of Malawi 4 explain the importance of unity in cultural diversity		• drawing the map of Malawi • locating the tribes and their cultural areas on the map of Malawi • brainstorming the importance of unity in cultural diversity • discussing the importance of unity in cultural diversity	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	5 explain changes in Malawian culture 6 describe the factors that have influenced the changes in the Malawian culture		• brainstorming the changes that have taken place in the Malawian culture such as language, music and dance, food, dressing, housing, and marriage • discussing the changes that have taken place in the Malawian culture • brainstorming the factors that have influenced the changes in the Malawian culture • discussing the factors that have influenced the changes in the Malawian culture	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Core element: Culture and change

Outcome: The students will be able to demonstrate an understanding of people's culture in terms of social, economic, political and gender issues in the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of gender bias in Malawi	The students must be able to: 1 identify practices of gender biases in the family, community, and the nation 2 explain the consequences of gender biases in the family, community and the nation 3 explain how culture influences gender biases in the family, community and the nation	**Gender bias in Malawi**	• debating gender bias in the family, community, and the nation • discussing some gender bias in the family, community, and the nation • brainstorming the consequences of gender bias in the family, community, and the nation • discussing the consequences of gender bias in Malawi • debating on how culture influences gender bias in family and community, and the nation • discussing how culture influences gender bias in Malawi	• debate • discussions • question and answer • peer assessment • teacher observation • brainstorming	• textbooks • students' experiences • brochures • newspaper articles • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 describe measures for eradicating gender bias in Malawi		• identifying measures for eradicating gender bias in Malawi • discussing measures for eradicating gender bias in Malawi	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other

emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the importance of national identity	The students must be able to: 1 describe different types of vital registrations 2 explain the importance of vital registrations	**National identity**	• brainstorming the term 'vital registration' • researching on different types of vital registrations • discussing different types of national identities • debating the importance of vital registrations • discussing the importance of vital registrations (eg provides national identity, security and data for national development planning)	• brainstorming • research • discussion • debate • teacher observation • question and answer • role play	• textbooks • charts • Braille materials • sign language interpreters • resource persons • rubrics • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students	The students must be able to:				

are able to: • demonstrate an understanding of civic rights, duties and responsibilities of a citizen	1 identify civic rights of a citizen 2 identify duties of a citizen	**Civic rights, duties and responsibilities of a citizen**	• brainstorming the meaning of the terms 'rights', 'duties' and 'responsibilities' of a citizen • discussing the rights of a citizen in relation to the responsibilities of the government such as - right to vote - right to participate in civic affairs - right to protection • brainstorming the duties of a citizen • discussing the duties of a citizen such as - paying tax - obeying the law	• brainstorming • discussion • research • questions and answer • essays • matching exercises • written exercises • peer assessment • educational visit • debate • project	• resource persons • newspaper articles • students' experiences • textbooks • brochures • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 identify the responsibilities of a citizen		• discussing responsibilities of a citizen as they relate to his/her rights - respect - tolerance	• brainstorming • group work • question and answer • observing students'	• pictures • resource persons • sign

			- cooperation - loyalty • debating the duties and responsibilities of government and citizens such as the duty of paying taxes versus the right to provision of social services • initiating a project to demonstrate civic responsibilities eg building bus shelters, clearing paths and constructing bridges	contributions • research • group discussion • reports • family trees • role play	language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the student s are able to: • demonstrate an understanding	The students must be able to: 1 explain the meaning of the	**Constitution**	• brainstorming the meaning of the term 'constitution' • discussing the meaning of the	• brainstorming • question and answer	• constitutions • textbooks • case studies

of a constitution	term 'constitution' 2 describe types of constitutions		term 'constitution' • identifying different types of constitutions • discussing types of constitutions • identifying strengths and weaknesses of each type of constitution	• group discussion • teacher observation • future's wheels • debate • short essays	• student experiences • newspaper articles • resource persons

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain how constitutions are made 4 explain factors that influence changes of a constitution		• brainstorming how constitutions are made • discussing common features of a constitution • discussing the advantages and disadvantages of different ways of making constitutions • identifying factors that influence the changes of a constitution • discussing factors that influence the changes of a constitution	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

				• role play	

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the constitution of the Republic of Malawi	The students must be able to: 1 identify the main features and symbols of the constitution of the Republic of Malawi 2 explain the fundamental principles of the constitution of the Republic of Malawi	**Constitution of the Republic of Malawi**	• brainstorming the main features and symbols of the constitution of the Republic of Malawi • discussing the main features and symbols of the constitution of the Republic of Malawi • brainstorming the fundamental principles of the constitution of the Republic of Malawi • discussing the fundamental principles of the constitution of the Republic of Malawi	• brainstorming • question and answer • group discussion • teacher observation • future's wheels • debate • short essays	• constitutions • textbooks • case studies • students' experiences • newspaper articles • resource persons

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 outline the major changes of the constitution of the Republic of Malawi since 1961		• identifying the major changes of the constitution of the Republic of Malawi • discussing the major changes of the constitution of the Republic of Malawi • discussing factors that influence changes of the constitution of the Republic of Malawi	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the importance of peaceful co-existence	The students must be able to: 1 explain the meaning of the term "peaceful co-existence" 2 trace the history of peaceful co-existence	**Peaceful co-existence**	• brainstorming the term "peaceful co-existence" • discussing the term "peaceful co-existence" • identifying situations of peaceful co-existence in Malawi • discussing the history of peaceful co-existence in Malawi	• brainstorming • pair work • group work • discussions • question and answers • investigation/ research • peer assessment • teachers' observation • role play	• students' experiences • newspapers • pictures • textbooks • resource persons • checklists • visual aids

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 identify factors which contribute to peaceful co-existence among people 4 explain the importance of peaceful co-existence		• brainstorming factors which contribute to peaceful co-existence • discussing factors which contribute to peaceful co-existence in the home, community and nation • discussing the importance of peaceful co-existence in the home, community and nation • role playing the importance of peaceful co-existence in the home, community and nation	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the causes and effects of conflict in the home, community and nation	The students must be able to: 1 explain the meaning of the term "conflict" 2 identify types of conflicts 3 Describe causes of conflicts	**Peaceful co-existence**	• brainstorming the meaning of the term "conflict" • discussing the meaning of the term "conflict" • brainstorming types of conflicts in the home, community and nation such as political, social, economic, and religious • discussing types of conflicts in the home, community and nation • discussing causes of conflict in the home, community and nation • analyzing causes of conflict in the home, community and nation	• role play • drama • futures' wheels • brain racing • discussion • teachers' observation • peer assessment • le café	• raised pictures • audio-visual aids • rubrics • resource persons • community • newspaper articles • checklists • documentaries

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment	Suggested teaching, learning and

				methods	assessment resources
	4 explain the effects of conflicts in the home, community and nation		• discussing effects of conflicts in the home, community and nation • dramatising effects of conflicts in the home, community and nation	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources

We will know this when the students are able to: • demonstrate an understanding of personal finance management	The students must be able to: 1 prepare a budget	**Personal finance management**	• brainstorming the meaning of the term 'budget' • identifying priorities when budgeting • discussing factors to consider when budgeting	• brainstorming • group work • pair work • peer assessment • teacher observation • question and answer • research • discussion • role-play • quizzes	• students' experiences • resource persons • local environment • sign language interpreters • braille material • charts • textbooks
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	2 describe savings		• brainstorming the meaning of the term 'savings' • discussing the term 'savings'	• brainstorming • group work • question and	• pictures • resource persons

	3 explain the importance of saving		• discussing types of 'savings institutions' • identifying institutions where people can save money • discussing institutions where people can save money such as Commercial Banks, Deposit Taking Microfinance Institutions, Savings and Credit Cooperatives (SACCOS) • discussing the importance of savings such as saving for uncertainties, saving for capital assets, saving for education and saving for old age	answer • observing students' contributions • research • group discussion • reports • family trees • role play	• sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 explain the meaning of the term 'investment' 5 describe the importance of		• brainstorming the meaning of the term 'investment' • discussing the meaning of the term 'investment' • role playing the importance of investment	• brainstorming • group work • question and answer • teacher observation • research • group discussion	• pictures • resource persons • sign language interpreters • textbooks • traditional

	investment		• discussing the importance of investment	• reports • family trees • role play	arts and crafts • students' experiences • family trees • checklists

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues, climate change,

disaster risk management in terms of national, regional and global contexts.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of population growth and the resources	The students must be able to: 1 identify resources available in the environment	**Population growth and resources in the**	• researching the resources available in the environment • discussing resources available in the environment	• research • observation • group work • pair work	• students' experiences • local environment

available in the environment	2 classify the resources in the environment	**environment**	• classifying resources in the environment • discussing the classification of the resources in the environment	• short answer questions • educational visits • discussion	• raised pictures • resource persons • checklists • newspaper articles • brochures

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the effects of high population growth on resources 4 describe the importance of resources on population growth 5 explain the		• discussing the effects of high population growth on resources • drawing future's wheels showing effects of high population growth on resources • observing the pressure of population growth on resources • discussing the importance of resources on population growth • discussing citizens'	• discussion • future's wheels • educational visits • project • teacher observation	• students' experiences • local environment • checklists

	responsibilities of citizens towards resources		responsibilities towards resources • conducting project work on resource management		

Term 3
Core element: Culture and change
Outcome: The students will be able to demonstrate an understanding of people's culture in terms of social, economic,

political and gender issues in the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of moral issues	The students must be able to: 1 identify moral and ethical codes of conduct at home and school 2 explain the importance of practising good	**Moral and ethical codes of conduct**	• brainstorming moral and ethical codes of conduct such respect, obedience, integrity, and honesty • discussing moral and ethical codes of conduct • brainstorming the importance of practising good moral and ethical codes of conduct at home and	• brainstorming • discussion • teacher observation • group work • demonstration • peer assessment • question and answer	• chart paper • text textbooks • sign language interpreters • braille materials • raised

	moral and ethical codes of conduct at home and school		school • discussing the importance of practising good moral and ethical codes of conduct at home and school		pictures • checklists • resource persons • students' experiences
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 identify social problems at home and school 4 investigate causes of social problems at home and school 5 explain the effects of moral degradation (break down of moral values)		• brainstorming social problems at home and school • discussing social problems at home and school • brainstorming the causes of social problems at home and school • discussing the causes of social problems at home and school • identifying the effects of moral degradation of moral values • discussing the effects of moral degradation	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	6 suggest ways of preventing moral decay 7 explain the importance of human virtues		• brainstorming ways of preventing moral decay • discussing ways of preventing moral decay • discussing the definition of the terms 'virtue' and 'vices' • brainstorming human virtues and vices • discussing the importance of human virtues	• brainstorming • discussion • teacher observation • group work • demonstration • peer assessment • explanation	• chart paper • textbooks • sign language interpreters • Braille materials • raised pictures • resource persons
Assessment	**Success criteria**	**Theme/**	**Suggested teaching and**	**Suggested**	**Suggested**

standard		topic	learning activities	teaching, learning and assessment methods	teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the physical and psychological changes that take place in their bodies	The students must be able to: 1 explain the physical and psychological changes that take place in a person's body during puberty and adolescence	**Adolescence and social environment**	• identifying the physical and psychological changes that take place in a person during puberty and adolescence • debating the physical and psychological changes that take place in a person during puberty and adolescence • discussing the effects of physical and psychological changes that take place in a person during puberty and adolescence on moral values	• discussion • teacher observation • group work • demonstration • peer assessment • question and answer • debate • quizzes	• charts • textbooks • sign language interpreters • braille materials • raised pictures • resource persons • checklists
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

	2 identify responsible and irresponsible adolescence in interpersonal relationships 3 explain the effects of responsible and irresponsible adolescence in interpersonal relationships		• brainstorming responsible and irresponsible adolescence in interpersonal relationships • discussing the responsible and irresponsible adolescence in interpersonal relationships • brainstorming effects of responsible and irresponsible adolescence in interpersonal relationships • debating on the effects of responsible and irresponsible adolescence in interpersonal relationships	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of good health	The students must be able to: 1 identify good personal hygiene	**Good health habits**	• brainstorming good health habits	• brainstorming • discussion	• charts • textbooks

habits 2 describe ways of keeping the surroundings clean 3 explain the importance of practising good health habits		• discussing good personal hygiene practices • demonstrating ways of keeping the surroundings clean • discussing the advantages of keeping the surroundings clean • brainstorming the importance of practising good health habits • discussing the importance of practising good health habits	• teacher observation • group work • demonstration • peer assessment • question and answer • quizzes • demonstration	• sign language interpreters • braille materials • raised pictures • resource persons • checklists • local environment	

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate	The students must be able to: 1 explain the	**Social justice**	• brainstorming the meaning of the	• brainstorming	• textbooks

an understanding of the importance of social justice in the home and community	term "social justice" 2 describe examples of social injustice in the home and community 3 explain the importance of social justice in the home and community		terms "justice" and "social justice" • discussing the meaning of the terms " justice" and "social justice" • identifying examples of social justice in the home and community • discussing examples of social justice in the home and community • discussing the importance of social justice in the home and community • analysing the importance of social justice in the home and community	• pair work • group work • discussions • question and answer • investigation/ research • peer assessment • teachers' observation	• students' experiences • community • case studies • checklists • courts • resource persons • newspaper articles
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the structure of the judicial system in Malawi	The students must be able to: 1 identify institutions that administering justice in Malawi 2 explain the role of chiefs in administering justice in Malawi	**judicial system of Malawi**	• brainstorming institutions that administer justice in Malawi • discussing institutions that administer justice in Malawi • brainstorming the role of chiefs in administering justice • discussing the role of chiefs in administering justice in Malawi	• pair work • group work • discussions • question and answers • research • peer assessment • teachers' observation • brainstorming • role-play	• the constitution of the Republic of Malawi • charts of structure of the judicial system in Malawi • case studies • newspaper

	3 describe the structure of the judicial system in Malawi		• discussing the structure of the judicial system • analysing the structure of the judicial system in Malawi • drawing the structure of the judicial system in Malawi		articles • textbooks • checklists • rubrics • Braille materials • sign language interpreters

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 identify judicial officers associated with the structure 5 explain the functions of judicial officers in the judicial system of Malawi		• brainstorming the judicial officers associated with the structures • discussing judicial officers associated with the structure of the judicial system • brainstorming the functions of the judicial officers on the structure of the judicial system in Malawi • discussing the functions of the judicial officers in the judicial system of Malawi • role playing a civil case in a court of law	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	6 explain the functions of each organ of the judicial system in Malawi 7 explain the importance of the judicial system 8 assess the importance of the judicial system to the citizen		• identifying the branches of the judicial system in Malawi such as - supreme court of appeal - high courts - magistrate courts - industrial courts • discussing the functions of each organ of the judicial system in Malawi • brainstorming the importance of the judicial system • discussing the importance of the judicial system • analysing the importance of the judicial system • dramatizing the importance of the judicial system	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the institutions that provide social services to the public	The students must be able to: 1 explain the meaning of the term "social services" 2 describe institutions that provide social services	**Social services**	• brainstorming the meaning of the term "social services" • discussing the meaning of the term "social services" • identifying institutions that provide social services in the community such as hospitals, schools, orphanage centres, religious institutions, farmers clubs, youth clubs, police service and Red Cross • discussing institutions that provide social services to the public	• brainstorming • pair work • group work • role play • discussions • question and answers • research • peer assessment • teachers' observation	• resource persons • students experiences • community • newspaper articles • case studies • communication map of Malawi • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe social services needed for special groups of people		• brainstorming special groups of people that need special social services • discussing special groups of people that need special social services such as orphans, children, street children, people with disabilities and the aged • identifying social services needed for the special groups of people • discussing special services needed for special groups of people	• brainstorming • pair work • group work • role play • discussions • question and answers • investigation/ research • peer assessment • teachers' observation	• resource persons • students' experiences • community • newspaper articles • case studies • communication maps of Malawi

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the importance of citizen participation in the provision of social services	The students must be able to: 1 describe ways in which citizens can assist in the provision of social services	**Citizen participation in the provision of social services**	• brainstorming ways in which citizens can participate in the provision of social services to the community • discussing ways in which citizens can participate in the provision of social services to the community • identifying examples of social services that can be provided by the local community such as bus shelters, wells, public toilets	• brainstorming • discussion • role play • quizzes • pair work • group work • role play • question and answers • research • peer assessment • teacher observation • educational visits • case studies	• students' experiences • resource persons • pictures • checklists • observation schedule • community • newspaper articles

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment	Suggested teaching, learning and

				methods	**assessment resources**
	2 explain the importance of voluntary services in the community		• identifying examples of social services that can be provided by the local community such as bus shelters, wells and public toilets • identifying examples of voluntary services in the local community • discussing the importance of voluntary services in the community	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to:	The students must be able to:				

• demonstrate an understanding of the importance of standards in the provision of social services	1 explain the meaning of standards in relation to the provision of social services 2 describe the importance of standards in the provision of social services	**Standards for social services**	• brainstorming the meaning of standards in relation to the provision of social services • discussing the meaning of standards in relation to the provision of social services • debating the importance of standards in relation to quality and durability in the provision of social services • discussing the importance of standards in relation to quality and durability in the provision of social services	• pair work • group work • discussions • question and answers • research • peer assessment • teachers' observation • brainstorming • debate	• students' experiences • resource persons • pictures • community • newspaper articles • checklists

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues, climate change, disaster risk management in terms of national, regional and global context.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to:	The students must be able to:				

• demonstrate an understanding of government policy on the environment	1 explain the policy of the government towards the environment 2 evaluate the government policy on the environment	**Government policy on the environment**	• debating on the national environmental policy • discussing the national environmental policy • analysing the government policy on the environment • suggesting improvements on the government policy on the environment	• debate • short essay • discussion • teacher's observation • short answer questions • discussion	• checklists • national environmental policy (2004) • textbooks • newsletters • newspaper articles • students' experiences • resource persons

Core element: **Global issues and development**

Outcome: The students will be able to demonstrate an understanding of knowledge of global issues in terms of tensions between national interests and global priorities and how results in change in society.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of interdependence among nations	The students must be able to: 1 identify forms of interdependence among nations	**Interdependence among nations**	• brainstorming the meaning of the term 'interdependence '	• brainstorming • group work • pair work	• textbooks • newspaper articles

			• discussing meaning of the term' interdependence' • brainstorming forms among interdependence of nations • discussing forms of interdependence among nations such as economic, political and social	• question and answer • research • teacher assessment • peer assessment	• checklists • rubrics • resource persons • raised maps • political maps

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 describe ways in which nations are dependent on each other		• identifying ways in which nations are dependent on one another • researching on how Malawi and its neighbouring countries depend on one another • discussing ways in which all nations are dependent on one another	• brainstorming • research • discussion • reports/essays	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Core element: Global issues and development

Outcome: The students will be able to demonstrate an understanding of knowledge of global issues in terms of tensions between national interests and global priorities and how results in change in society.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the importance of interdependence among nations 4 analyse the importance of interdependence among nations in solving international		• brainstorming the importance of interdependence among nations • discussing the importance of interdependence among nations eg improving efficiency, cost saving and relationship sharing • discussing the importance of interdependence among nations in their ability to solve international problems such as health, economy, terrorism and crime.	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees

	problems		• discussing case studies on the importance of interdependence among nations to solve international problems		• checklists

Form 2 Term 1
Core element: Culture and change
Outcome: The students will be able to demonstrate an understanding of people's culture in terms of social, economic, political and gender issues in the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of cultures of South, East, West, Central and North Africa	The students must be able to: 1 describe the cultures of South, East, West, Central and North Africa 2 analyse the common characteristics of cultures of South, East, West, Central and North Africa	**African Culture**	• researching on cultures of different parts of Africa • discussing findings of research on cultures of different parts of Africa • role playing cultures of different parts of Africa • discussing common characteristics of cultures of South, East, West, Central and North of Africa	• research • teacher observation • group discussion • role play • question and answer • short essays • peer assessment	• students' experiences • textbooks • resource person • audio visual aids • rubric • Braille materials • sign language interpreters • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the influence of the African cultures on Malawian culture		• researching on the influence of the African cultures on Malawian culture • discussing the influence of the African cultures on Malawian culture	• research • discussion • question and answer	• textbooks • local environment • students' experiences

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching & learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of human rights in relation to the constitution of the Republic of Malawi	The students must be able to: 1 identify types of human rights as guaranteed in the constitution of the Republic of Malawi	**Human rights in the constitution of the Republic of Malawi**	• researching types of human rights as guaranteed in the constitution of the Republic of Malawi • discussing various types of the human rights as guaranteed in the constitution of the Republic of Malawi	• discussion • question and answer • role play • debate • interviewing • short essays • project work	• checklists • pictures • constitutions • students' experience • resource persons • textbooks • newspaper reports and articles • radio/TV news • internet

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment	Suggested teaching, learning and

				methods	assessment resources
	2 explain ways of applying human rights in a democracy 3 examine the situations in which human rights may be violated		• discussing vertical application of human rights • discussing horizontal application of human rights • identifying elements for success of democracy • researching incidences of human rights violations: past and present • discussing situations in which human rights can be violated • constructing a scrap book/ profile of human rights violations	• discussion • research • debate • drama • profiling	• resource persons • community • newspaper articles • textbooks on human rights • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources

	4 explain the role of citizens and opposition parties in monitoring and eradicating human rights violations 5 identify rights and responsibilities of citizens		• researching what a citizen can do to monitor human rights violations • discussing the role of opposition parties in monitoring human rights violations • brainstorming the rights and responsibilities of a citizen • matching rights to responsibilities of a citizen • discussing the rights and responsibilities of citizen	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• resource persons • community • newspaper articles • textbooks on human rights • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment	Suggested teaching, learning and assessment

				methods	**resources**
We will know this when the students are able to: • demonstrate an understanding of civil society	The students must be able to: 1 identify institutions that make up the civil society 2 explain the functions of civil society	**Civil society**	• brainstorming the meaning of the term 'civil society' • identifying institutions that make up the civil society • discussing the functions of civil society • discussing ways in which a citizen can actively participate in civil society	• brainstorming • discussion • question and answer • role play • debate • interviewing • short essays • project work • rating value statements • summaries	• checklists • students' experience • resource persons • textbooks • newspaper reports and articles • radio and TV news • internet • local community

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain the importance of civil society		• discussing the importance of civil society • role playing the importance of	• brainstorming • group work • question and	• pictures • resource persons

			civil society	answer • observing students' contributions • research • group discussion • reports • family trees • role play	• sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Core element: Sustainable development

Outcome: The students will be able to demonstrate an understanding of interacting with the environment in a responsible manner in terms of climate change, disaster risk management and proper use of resources for continued development of Malawi, Africa and the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to:	The students must be able to:				

• demonstrate an understanding of types of employment	1 identify types of employment 2 explain how different types of employment contribute to the economy of the country	**Employment**	• researching different types of employment in their community • discussing types of employment • researching on how different types of employment contribute to the economy of the country • discussing the role of different types of employment to the economy of the country	• discussion • research • group work • pair work • question and answer • peer assessment • observation	• resource persons • textbooks • case studies • local environment • students' experiences • braille material • newspaper articles • magazines • checklists
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 suggest how citizens contribute to the country through different types of employment		• brainstorming ways in which citizens can contribute to the economy of the country • discussing ways in which citizens can contribute to the economy of the country • debating on how students would contribute to the economy of the country • identifying training needs for students to contribute to the	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles

			economy of the country	• family trees • role play	• Braille materials • case studies
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the importance of conditions of service in employment	The students must be able to: 1 explain the meaning of the term "conditions of service" 2 identify examples of conditions of service	**Employment**	• brainstorming the meaning of the term 'conditions of service' • discussing the meaning of the term 'conditions of service' • brainstorming examples of conditions of service • identifying examples of conditions of service eg remuneration, leave, medical scheme, pension scheme and life insurance	• brainstorming • discussion • research • group work • pair work • question and answer • peer assessment • observation • role play • case studies	• resource persons • textbooks • case studies • local environment • students' experience • Braille materials • newspaper articles • checklists

					• magazines • case studies
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 describe the importance of conditions of service in employment		• discussing conditions of services eg remuneration, leave, medical scheme, pension scheme and life insurance • discussing the importance of the conditions of service such as remuneration, leave, medical scheme, pension scheme • role playing the importance of studying conditions of service before taking up employment	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of labour laws in Malawi	The students must be able to: 1 identify types of labour laws in Malawi 2 explain the importance of labour laws in Malawi	**Labour laws in Malawi**	• brainstorming types of labour laws in Malawi • discussing types of labour laws in Malawi • brainstorming the importance of labour laws • discussing importance of labour laws	• discussion • research • group work • pair work • question and answer • peer assessment • observation • brainstorming	• resource persons • text textbooks • case studies • local community • students' experiences • Braille materials • newspaper articles • magazines • checklists

Core element: People and the environment

Outcome: The students will be able to demonstrate an understanding of population and environmental issues including climate change, disaster and risk management in terms of national, regional and global contexts.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of responsible and irresponsible human practices towards environmental resources	The students must be able to: 1 define the terms 'responsible' and 'irresponsible' human practices towards environmental resources	**Population and resources**	• brainstorming the terms 'responsible' and 'irresponsible' human practices towards environmental resources • discussing the meaning of the terms 'responsible' and 'irresponsible' human practices towards environmental resources	• brainstorming • group discussion • panel discussion • short essays • teacher observation • short answer questions • group work • question and answer • rubric • research	• textbooks on population and environment • students' experiences • local environment • pictures on responsible practices • charts • checklists
Assessment	**Success criteria**	**Theme/**	**Suggested teaching and learning**	**Suggested**	**Suggested**

standard		topic	activities	teaching, learning and assessment methods	teaching, learning and assessment resources
	2 explain responsible human practices towards environmental resources 3 outline irresponsible human practices towards environmental resources		• researching responsible human practices towards the environment eg afforestation, re-afforestation, keeping water and air clean, good agricultural practices • discussing how responsible practices promote environmental conservation • brainstorming irresponsible human practices towards environmental resources: - deforestation - pollution of air and water - poaching - over-fishing • discussing irresponsible human practices	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources

	4 explain the importance of natural resources to the individual and the community		• discussing the uses of natural resources to the individual and the community • debating the value of each natural resource to the individual and community • role playing the importance of natural resources to the individual and community	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an	The students must be able to: 1 explain the	**Effects of**	• surveying the environment to	• discussion	• students'

understanding of the effects of population growth on resources	effects of population growth on resources 2 conduct an environmental audit	**population growth on resources**	identify the effects of population growth on resources • discussing the effects of population growth on resources • carrying out an environmental audit to check the effects of population growth on resources such as: - degradation of resources - depletion of resources - shortage of resources	• group work • survey • environmental audit • short essays • short answer questions • teacher observation	experiences • textbooks • short answer questions • observation schedules • environmental audit reports • observation checklists • rubrics

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the importance of moral values in the society	The students must be able to: 1 identify moral values expected of boys and girls in interrelationships in the society	**Moral values**	• brainstorming moral values expected of boys and girls in interrelationships in the society • discussing moral values expected of boys and girls using case studies	• discussions • brainstorming • group work • case study • teacher	• problem solving questions • checklists • resource persons

	2 explain the effects of breakdown of moral values on society		• discussing the effects of breakdown of moral values in interrelationships in society • drawing future's wheels on the causes and effects of the breakdown of moral values in the society	observation • futures' wheels • essay question • role play • future's wheels	• students' experiences

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain how to avoid the breakdown of moral values		• role playing the effects of breakdown of moral values in interrelationships • investigating ways of avoiding the breakdown of moral values • discussing ways of avoiding the breakdown of moral values	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees

					• checklists

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of citizen registration	The students must be able to: 1 identify types of vital citizenship registration	**Citizen registration**	• visiting district commissioner's offices to collect information on vital registration • researching types of vital citizenship registration • discussing types of vital citizenship registration	• group discussion • report writing • question and answer • short essay • completion test • field visits • research	• checklists • pictures • students' experience • resource persons • textbooks • newspaper reports and

					articles • radio and TV news • internet • local community

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	2 explain the importance of vital citizen registration on national development		• discussing the importance of vital registration on national development • debating the importance of vital registration on national development	• group discussion • report writing • question and answer • short essays • completion tests • field visits • debate	• checklists • pictures • students' experience • resource persons • textbooks • newspaper reports and articles • radio and TV news • internet • local community

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of taxation in Malawi	The students must be able to: 1 identify types of taxes 2 describe the major principles of taxation	**Taxation**	• brainstorming the meaning of taxation • identifying types of taxes • discussing major principles of taxation • distinguishing between taxes and non-tax revenues such as fees, levies and charges	• discussion • question and answer • role play • debate • interviewing • short essays • project work	• checklists • pictures • taxation act (law) • students' experiences • resource persons • textbooks

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain the significance of taxation in national development		• discussing the importance of taxes in national development • visiting key development activities in their community funded by tax revenue	• discussion • question and answer • role play • debate • interviewing • short essays • project work • education visits	• newspaper reports and articles • radio and TV news • internet • local community

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 identify rights and responsibilities of a taxpayer		• visiting tax collecting offices in the local area • interviewing people on the importance of taxes in their lives and community • discussing the rights of a taxpayer • discussing the responsibilities/ obligations of a taxpayer in relation to rights • role playing the importance of observing taxpayers' rights and responsibilities	• discussion • question and answer • role play • debate • interviewing • short essays • project work • observation checklists	• newspaper reports and articles • radio and TV news • internet • local community

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic, social justice, peaceful co-existence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of how the government works	The students must be able to: 1 identify types of governments	**Government**	• brainstorming types of governments • discussing types of governments	• brainstorming • discussion • question and answer • role play • debate • research • short essays • teacher observation • summaries • value statements	• checklists • students' experiences • resource persons • textbooks • newspaper reports and articles • radio and TV news • internet

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources

	2 compare types of governments 3 explain the meaning of the term 'democracy' 4 describe types of democracy		• discussing the characteristics of each type of government • debating the advantages and disadvantages of each type of government • brainstorming the meaning of the term 'democracy' • discussing the term 'democracy' • brainstorming types of democracy • discussing types of democracy	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	5 explain the role of political parties in a democracy		• researching the role of political parties in a democracy • discussing the role of	• brainstorming • group work • question and answer	• textbooks • resource persons • documentaries

	6 identify characteristics of good governance 7 describe the role of citizens in promoting good governance		political parties in a democracy • discussing the characteristics of good governance • role playing situations of good and bad governance • brainstorming the role of a citizen in promoting good governance • discussing the role of a citizen in promoting good governance	• observing students' contributions • research • group discussion • reports • family trees • role play	• sign language interpreter • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Core element: Civic participation and development

Outcome: The students will be able to demonstrate and apply an understanding of the issues of human rights, democracy, governance, civic participation, social justice, peaceful coexistence, social services and other emerging issues in relation to development.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when students are able to:	The students must be able to:				

• demonstrate an understanding of national institutions that assist in conflict resolutions	1 identify the national institutions that assist in conflict resolutions	**Conflict resolution**	• brainstorming national institutions that assist in conflict resolution • discussing national institutions that assist in conflict resolutions such as courts, Public Affairs Committee, Trade Unions, Traditional Leaders (chiefs), Office of the Ombudsman, local NGOs and churches	• brainstorming • role play • discussions • case studies • essays • teacher observation • question and answer • educational visits	• textbooks • newspapers articles • resource persons • pictures • students' experiences • local community
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	2 describe the functions of national institutions that assist in conflict resolution		• brainstorming the functions of the national institutions that assist in conflict resolution • discussing the functions of the national institutions that assist in conflict resolution • analysing the impact of national institutions in assisting to resolve conflicts	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper

				• family trees • role play	articles • Braille materials case studies
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the causes and effects of conflicts in Africa	The students must be able to: 1 describe the causes of conflict in Africa 2 explain the effects of conflict in Africa	**Conflict resolution**	• brainstorming the causes of conflict in Africa • discussing the causes of conflicts in Africa eg land disputes, ethnic rivalry, differences in political ideology, economic and social differences • dramatizing the effects of conflicts in Africa • discussing the effects of conflicts	• brainstorming • role play • discussions • case study • essays • teachers' observation • future's wheels • drama • question and answer	• pictures • newspapers articles • textbooks • student's experiences • resource persons • audio visual materials • raised pictures • Braille

					materials • case studies
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the process of conflict resolution	The students must be able to: 1 describe the process of conflict resolution 2 identify regional organisations that assist in conflict resolution	**Conflict resolution**	• brainstorming different stages in conflict resolution • role playing the different stages in conflict resolution • discussing different strategies in conflict resolution such as negotiation, mediation and arbitration • brainstorming the regional organisations that assist in conflict resolution in Africa • discussing the regional organs that assist in conflict resolution such as AU and SADC	• role play • discussion • case study • essays • teacher observation • future's wheels • drama • case study • brainstorming	• pictures • newspapers articles • textbooks • student's experiences • resource persons • audio visual aids • raised pictures • Braille materials • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	explain the importance of peaceful conflict resolution		• analysing strategies used by organisations in conflict resolution eg contact and dialogue; embargo; sanctions; peace keeping and peace making • role playing the importance of peaceful conflict resolution • discussing the importance of peaceful conflict resolution eg maintaining peace, genuine reconciliation and avoiding war and outside interference	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreter • traditional arts and crafts • pictures • newspaper articles • Braille materials case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 identify ways of avoiding conflicts in Africa		• brainstorming ways of avoiding conflict in Africa • discussing ways of avoiding conflicts in Africa such as laws that grant equal rights and freedoms for all, democratic governance, equal distribution of resources, restrictions on sale of arms, peace, education for all and electing effective leadership	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials case studies

Term 2

Core element: Sustainable development

Outcome: The students will be able to demonstrate an understanding of interacting with the environment in a responsible manner in terms of climate change, disaster risk management and proper use of resources for continued development of Malawi, Africa and the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of investment	The students must be able to: 1 explain the meaning of the term 'investment' 2 identify types of investment	**Investment**	• brainstorming the meaning of the term 'investment' • discussing the meaning of the term 'investment' • brainstorming types of investment • discussing types of investment	• discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • interviews • field trips • brainstorming	• resource persons • textbooks • case studies • local environment • students' experience • Braille materials • newspaper articles • magazines

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment

					resources
We will know this when the students are able to: • demonstrate an understanding of money markets and capital markets	The students must be able to: 1 explain the meaning of the terms 'capital markets' and 'money markets'	**Investment**	• brainstorming the meaning of the terms 'capital markets' and 'money markets' • discussing the meaning of the terms 'capital markets' and 'money markets' • discussing examples of capital markets such as bonds and treasury notes • discussing the example s of money market such as shares and treasury bills	• brainstorming • discussion • research • group work • pair work • question and answer • peer assessment • teacher observation • essays • question and answer • educational visits	• resource persons • textbooks • case studies • local environment • students' experience • Braille materials • newspaper articles • magazines

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	2 identity the key market players		• identifying the key players in capital markets and money	• brainstorming • group work	• textbooks • resource

	in capital markets and money markets 3 explain the meaning of investment opportunities in capital markets and money markets		market • discussing the key players in capital markets and money markets such as Malawi Stock Exchange, brokers, dealers, broker-dealers, collective investment schemes (CIS) and fund managers • brainstorming the meaning of the term investment opportunities • discussing the meaning of the term investment opportunities in capital markets and money markets	• question and answer • teacher observation • research • group discussion • reports • family trees • role play	persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 describe types of investment opportunities in capital markets and money		• brainstorming types of investment opportunities in capital markets and money markets • discussing types of investment opportunities in capital markets and	• brainstorming • group work • question and answer • teacher	• textbooks • resource persons • documentaries • sign language

	markets 5 explain the importance of capital markets and money markets in economic development		money markets such as shares, collective investment schemes (CIS), treasury bills, treasury notes, treasury bonds and commercial paper • discussing case studies in investment opportunities in capital markets • brainstorming the importance of capital markets and money markets • discussing the importance of capital markets and money markets on economic development eg link between investors and capital raisers, promoting saving, investment, economic growth and stability	observation • research • group discussion • reports • family trees • role play	interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	1 explain the terms and conditions of various investment opportunities in capital markets and money		• brainstorming the terms and conditions of investment opportunities in the capital markets and money markets • discussing the terms and conditions of investment opportunities in the capital markets eg investment maturity period, interest	• brainstorming • group work • question and answer • teacher observation • research • group discussion	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts

	markets 2 describe the importance of investment on economic development		rate/ investment yield and management fees • brainstorming the importance of investment on economic development • discussing the importance of investment on economic development	• reports • family trees • role play	• pictures • newspaper articles • Braille materials • case studies
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of different sectors of the economy	The students must be able to: 1 identify different sectors of the economy 2 explain the contribution of different sectors of the economy	**Economic development**	• brainstorming different sectors of the economy • discussing different sectors of the economy • brainstorming the contributions of different sectors of the economy	• brainstorming • discussion • research • group work • pair work • question and answer • peer	• resource persons • textbooks • case studies • local environment • students' experiences

	to economic development		• analysing the contributions of different sectors of the economy to economic development	assessment • observation • essays • question and answer • educational visits	• Braille materials • newspaper articles • magazines

Term 3
Core element: Culture and change
Outcome: The students will be able to demonstrate an understanding of people's culture in terms of social, economic, political and gender issues in the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of social skills	The students must be able to: 1 identify social skills	**Social skills**	• brainstorming social skills • identifying the social skills such as: cultural competence, assertiveness, self esteem, decision making, stress and anxiety management	• discussions • brainstorming • question and answer • role play	• text textbooks • Braille materials • sign language interpreters

	2 explain social skills		• discussing social skills • role playing some of the social skills such as assertiveness, decision making, stress and anxiety management	• essays	• students' experiences • resource persons • rubrics • checklists

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the consequences of corruption	The students must be able to: 1 explain the meaning of the term 'corruption' 2 explain the different forms of corruption	**Corruption**	• brainstorming the meaning of the term 'corruption' • discussing the meaning of the term 'corruption' • brainstorming different forms of corruption • discussing different forms of corruption eg - bribery - extortion - embezzlement - abuse of office - conflict of interest	• role play • creative writing • teacher observation • brainstorming • discussion • case studies	• students' experiences • pictures • newspaper articles • textbooks • resource persons • audio visual aids • raised pictures • Braille materials • local

			- influence peddling • discussing examples of different forms of corruption		community • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe the difference between a 'gift' and a 'bribe' 4 explain the factors that promote corruption in a community		• brainstorming the difference between a gift and a bribe • discussing the difference between a 'gift' and a 'bribe' • identifying factors that promote corruption in different communities such as villages and workplaces • discussing factors that promote corruption in the different communities	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	5 describe the consequences of corruption 6 suggest ways of uprooting corruption in the community		• role playing consequences of corruption in different communities • analysing the consequences of corruption in different communities • brainstorming ways of uprooting corruption • discussing ways of uprooting corruption	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• pictures • resource persons • sign language interpreters • textbooks • traditional arts and crafts • students' experiences • family trees • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when students are able to: • demonstrate an understanding of the importance of law and order in the country	The students must be able to: 1 explain the meaning of the term 'law and order' 2 identify the roles of the citizens in maintaining law and order 3 describe the roles of the police in maintaining law and order in the country	**Law and order**	• brainstorming the meaning of the term 'law and order' • discussing the meaning of the term 'law and order' • brainstorming the roles of citizens in maintaining law and order • discussing the roles of citizens in maintaining law and order • brainstorming the roles of the police in maintaining law and order in the country • discussing the roles of the police in maintaining law and order in the country	• brainstorming • discussion • question and answer • pair work • group work • group assessment • structured questions • essay • role play • drama • case studies	• resource persons • textbooks • newspaper articles • rubrics • checklists • raised pictures • audio visual aids • Braille materials

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment

					resources
We will know this when students are able to: • demonstrate an understanding of social services	The students must be able to: 3 identify social services provided by social service institutions	**Social services**	• brainstorming social service institutions and the services they provide • discussing social service institutions and the services they provide eg education, medical care, recreation, communication, security, moral and spiritual guidance	• brainstorming • discussion • role play • drama • question and answer • pair work • group work • group assessment • structured questions • essay questions • debate	• students' experiences • pictures • newspaper articles • textbooks • resource persons • audio visual aids • raised pictures • Braille materials • local community

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 describe the importance of		• brainstorming the importance of social services in the	• brainstorming • group work	• textbooks • resource

	social services 5 explain the importance of standards in the provision of social services		community • discussing the importance of social services such as literacy, good health, security, transportation, peace, calm and law and order • brainstorming the importance of standards in the provision of social services • discussing the importance of standards in the provision of social services	• question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	6 describe the effects of poor standards in the provision of social services		• brainstorming the effects of poor standards in the provision of social services • debating the effects of poor standards in the provision of social services	• brainstorming • group work • question and answer • teacher observation	• textbooks • resource persons • documentaries • sign language interpreters

	7 identify the effects of rapid population growth on social services		• discussing the effects of poor standards in the provision of social services • brainstorming the effects of rapid population growth on social services • discussing the effects of rapid population growth on social services eg shortage of medicines, overcrowding in schools and hospitals and pressure on communication systems • dramatising the effects of rapid population growth on social services	• research • group discussion • reports • family trees • role play	• traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the importance of caring for social services	The students must be able to: 1 explain the importance of caring for social services		• brainstorming the importance of caring for social services • discussing the importance of caring for social services such as sustainability, cost saving, accessibility, availability, and improving standards of living	• brainstorming • discussion • drama • projects • question and answer • pair work	• students' experiences • pictures • newspaper articles • textbooks • rubrics

			• demonstrating how citizens can take care of social service	• group work • group assessment • structured questions • essay questions • demonstration	• resource persons • audio visual aids • raised pictures • Braille materials
Assessment standard	**Success criteria**	**Theme/ topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	2 identify the roles of citizens in the provision of and care for social services		• brainstorming on the roles of the citizens in the provision and care for social services • discussing roles of citizens in the provision and care of social service institutions • discussing ways of caring for social services eg participating in community work; taking care of social services institutions; reporting vandalism to authorities and awareness campaigns	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreter • traditional arts and crafts • pictures • newspaper articles • Braille materials

					• case studies

Core element: Sustainable development

Outcome: The students will be able to demonstrate an understanding of interacting with the environment in a responsible manner in terms of climate change, disaster risk management and proper use of resources for continued development of Malawi, Africa and the world.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of gender equality and equity in the family	The students must be able to: 1 explain the terms 'gender equality' and' gender equity'	**Gender and sustainable development**	• brainstorming meanings of the terms 'gender equality' and 'gender equity' • discussing differences between gender equality and gender equity • analysing case studies on gender equity and gender equality	• brainstorming • discussion • research • group work • pair work • question and answer • peer assessment • observation	• resource persons • textbooks • case studies • local community • students' experiences • Braille materials

			• role playing issues of gender equity and gender equality	• role play	• newspaper articles • magazines • checklists
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	2 compare gender roles, rights and responsibilities of family members in a modern and traditional Malawian society		• brainstorming gender roles, rights and responsibilities of family members in a modern and traditional Malawian society • discussing gender roles, rights and responsibilities of family members in a modern and traditional Malawian society • role playing gender roles, rights and responsibilities of family members in a modern and traditional Malawian society	• brainstorming • group work • question and answer • teacher observation • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 describe gender bias in Malawi 4 suggest ways of achieving gender equality and gender equity in Malawi		• brainstorming gender biases in Malawi • discussing gender bias in Malawi • discussing consequences of gender biases in Malawi • discussing cultural influences on gender biases in Malawi • identifying ways of achieving gender equality and gender equity in Malawi • discussing ways of achieving gender equality and gender equity in Malawi • analysing case studies on how to achieve gender equality and gender equity in Malawi	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

Core element: Global issues and development

Outcome: The students will be able to demonstrate an understanding of knowledge of global issues in terms of the tensions between national interests and global priorities and how this result in change in societies.

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of organisations that promote international cooperation	The students must be able to: identify organisations that promote international cooperation	**Interdependence of nations**	• brainstorming organisations that promote international cooperation such as UN, COMESA, FIFA, common wealth, COSAFA, SADC, ECOWAS, EU, GATT, World Bank, ADB, AU, World Customs Operations • discussing organisations that promote international cooperation	• discussion • question and answer • observation • brainstorming • teacher observation • peer assessment	• resource persons • newspaper articles • brochures • textbooks • documentaries • maps • Braille materials • checklists

Assessment standard	Success criteria	Theme/ topic	Suggested teaching and learning activities	Suggested teaching, learning and	Suggested teaching, learning and

				assessment methods	assessment resources
	2 explain how international organisations promote international cooperation		• discussing how international organisations promote international cooperation • locating headquarters and areas of influence of organisations that promote international cooperation	• brainstorming • group work • question and answer • observing students' contributions • research • group discussion • reports • family trees • role play	• textbooks • resource persons • documentaries • sign language interpreters • traditional arts and crafts • pictures • newspaper articles • Braille materials • case studies

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